Session 1: Translanguaging Pedagogy in Language Education

Dr. Peter Sayer, Ohio State University

Far Eastern University, Institute of Education
December 5, 2023 – Manila, PH
Today’s workshops

Session #1: Translanguaging Pedagogy

Session #2: AI and Language Teaching
Locating my work

• Coordinator of PhD program in Multilingual Language Education
• Director of the Buckeye Language Education Resource Center
• Past editor of the TESOL Journal
• Fulbright Scholar (Mexico, 2011-12)
Sayer-Santiago Family

Canadian English
Danish
Mexican Spanish
Spanglish
Mixteco
Filipino???
My personal language map

• Languages in my life
• Task: Make a visual representation of the language in your life
  • What languages have you learned?
  • What languages do you use with whom? And in what situations?
  • Do you use different dialects or varieties of language? Why and when?
Recommendation #1: Create a language profile of your classroom

- Younger students:
  - Use Flip or WhatsApp to record a video about languages in their family
  - Interview their grandparents about languages

- Older students:
  - Create an ethnolinguistic profile of their family
Translanguaging Pedagogy

• How can we connect teaching English to the lived experiences of our students?
• How can use our students’ language backgrounds as a source for learning English?
Translanguaging Pedagogy

Traditional pedagogy

• Student’s L1 as a problem or barrier
• Deficit view

Translanguaging pedagogy

• L1 as a resource
• Asset-based view
Translanguaging: KWL chart

KWL Chart: A type of graphic organizer to help introduce a new topic

go.osu.edu/translanguaging
The role of the L1 in language teaching

- The L2 teacher’s job is maximize input in the target language
- Create a “target language zone”
- Minimize or eliminate the use of the L1
- L1 seen as a source of interference
SLA Theory: Assumptions about using L1 in L2 teaching

• SLA is focused on interlanguage development
• Interlanguage = L2 learner’s developing L2 linguistic system
• Features of L1 + L2 + universal grammar
• Indicates incomplete acquisition
• L1 is a barrier to L2 learning = “interference” or “negative transfer”
• Second language classroom: Avoid L1, maximize input in the L2
Bilingualism is not two wheels on a bicycle!

- A multilingual person’s proficiency is complex.
- It depends on context and purpose.
- There is no perfect balanced bilingual.
Ofelia García: The banyan tree as a metaphor of bilingualism
Rethinking the role of L1 in L2 classrooms

• The goal of language teaching is for students to become multilingual
• How should the use of languages be organized in language classrooms?
• What types of multilingual practices support language learning?
**Translanguaging: Definition**

Translanguaging refers to the multiple discursive practices in which bilinguals engage based on their full linguistic repertoire in order to make sense of their bilingual worlds.
Translanguaging: Background

• Origin: As a bilingual teaching strategy in Wales (Williams, 1994)
• Purpose: Language revitalization of a minority language Welsh

• Development: As an approach to bilingual education in the United States (Garcia, 2009)
• Purpose: For bilingual programs for minority students, particularly Latino students of immigrant families
Bilingual Education in the 21st Century
A Global Perspective
Ofelia García

García (2009)

Creese & Blackledge (2010)
Modern Language Journal

Sayer (2013)
TESOL Quarterly

Number of research articles on translanguaging in applied linguistics journals

<table>
<thead>
<tr>
<th>Year</th>
<th>1994</th>
<th>2009</th>
<th>2013</th>
<th>2023</th>
</tr>
</thead>
</table>

This article presents an ethnographic study of how bilingual teachers and children use their home language, TexEnglish, to mediate academic content and standard languages. From the premise that TESOL educators can benefit from a fuller understanding of students’ linguistic repertoires, the study describes language practices in a second-grade classroom in a transitional bilingual education program in a well-established Mexican-American community in San Antonio, Texas. The study examines the learning trajectories of students who use both Spanish and English, but also the standard and vernacular varieties, a process that is called translanguaging (García, 2009). Translanguaging through TexEnglish enables the teacher and students to create discursive spaces that allow them to engage with the social meanings in school from their position as bilingual Latinx. The teacher’s adoption of a flexible bilingual pedagogy (Creese & Blackledge, 2010) is seen as an effective means of supporting the development of students’ bilingual repertoires. The study’s insights are especially significant in today’s globalized society, where the need for more students to develop proficiency in more than one language is clear, and the teaching of language has become a multidimensional endeavor involving the recognition of teaching as an act of making sense of context and language learning, but also as a high-stakes means of preparing students for the world.

It’s even as Callaghan Elementary in the Wonside neighborhood in San Antonio, Texas, and the second graders from Mr. Canfield’s bilingual class shuffle to each other in lined desks as they file down the hallway after lunch back to Room 204. I have just arrived to join the afternoon lessons, and I start chatting with Josué about the recent let’s-compete, Victoria adorns us with her religious "Religious Peace means our our quiet peace exists beautiful thing" (Minister Peace we have to be quiet because they’re doing testing). Sure enough, a teacher loans out her classroom and instructs them that they should be no talking because the third graders are doing state standardized exams. Mr. Canfield is sitting in her classroom, which is decorated with bright IDEAS (Spanish for artefacts, images, paintings, paintings, paintings); wooden animals, paper mâché door masks, and trigon collected
Translanguaging: Premise

The multilingual turn in TESOL: ELT classrooms are multilingual spaces

Translanguaging offers an alternative to conventional, monolingual language teaching approach.

Translanguaging reflects the sociolinguistic reality of everyday language use

Bilingualism is a banyan tree, not a bicycle. A bilingual person is not a double monolingual.
Varieties of Philippine English

Occupational Englishes
- Yaya English
- Bargirl English
- Colegiala English (Bautista 1996)

Hybrid Englishes
- Taglish
- Conyo English
- Hokaglish (Gonzalez 2017)
Multilingualism and translanguaging in the community

Example of Conyo talk:

- "Let's make tusok-tusok the fish balls."
  (Let's pierce the fish balls with bamboo sticks.)
- "I'm so init na; make paypay me naman o."
  (I'm so hot; please fan me now.)
- "You make hintay here while I make sundo my kaibigan."
  (You wait here while I fetch my friend.)

(Odon, 2014)
Translanguaging and TESOL classrooms

- CLIL/CBI classrooms
- Early childhood
- Newcomer immigrants
- Secondary EFL
- IEP
- Assessment
- TBLT
- U.S. & Canada
- Australia
- Netherlands
- Malawi
- Costa Rica
- Mexico
- Vietnam
Isn’t translanguaging just code-switching?
From code-switching to translanguaging


Ofelia García’s (2009) *Bilingual Education in the 21st Century* popularized the concept of translanguaging.
Code-switching

Want to help me make un castillo?

¡Sí! Let’s make a castle grande!

Neither of these kids have DLD. Code-switching is a normal part of being bilingual.
Early code-switching research

Debunking myths about code-switching

• Code-switching is systematic (just like any other language variety)
• Code-switching has its own grammar which all bilinguals internalize and “know”
• Fluent code-switching requires a high degree of bilingualism
• The most balanced bilinguals are also the most prolific code-switchers
• Purpose of legitimizing stigmatized language forms, e.g. mixed code vernacular
• Code-switching does important social work
• Code-switching offers pedagogical advantages to teachers and students in classrooms
Focus on linguistic aspects, language boundaries

Focus on language practices, meaning making, language resources, identities
What does translanguaging in the classroom look like in practice?
El Westside, San Antonio, Texas USA

“Paseo por el Westside” neighborhood event, May 2010
Photo: Esperanza Peace & Justice Center
El Westside, San Antonio, Texas USA

Mexican barrio
Westside, San Antonio
Source: top, UTSA archive
bottom, Marquez et al (2007)
El Westside, San Antonio
Using a translanguaging lens to understand classrooms

Very limited Spanish use in school:

• Some Spanish
  • Front office, secretaries
  • Library
  • Entrances, notices for parents

• No Spanish
  • Hallways, signs and posters (only 1 in Spanish)
  • Cafeteria
  • PA announcements
  • Computer lab
  • Counselor
  • PE class
  • Special school events (geography bee, bike competition)
All About Juan

I am __ years old. My favorite color is __. My favorite animal is __. My favorite food is __.

This is what I look like.

My family

When I grow up, I want to be __.

My favorite thing to do is __.

If I had one wish, I would wish for __.

The Circle Map

Soy yo

Carlos

Regina

Colorear

trabajar

zorros

estudiar

azul

tenis

Contar

pintar

piedra

contar

jugar

botín

Dibujar

Lectura

Fútbol

Escribir

Leer

Paracaidas

Matemáticas

tenis

cosas

Regina
Recommendation #2: Pay close attention to how your students use language in the classroom

2nd grade science lesson. Students are labelling a diagram of a spider. Jacky is talking about spider’s egg sac:

1. Lo que yo no entiendo es porque sale en un puffy little thing así que cargan arriba this little puffy thing.

(What I don’t understand is why it comes it in a puffy little thing like that carrying above it this little puffy thing.)

Translanguaging mediates construction of understanding academic content
Translanguaging as meaning-making

How can students leverage their bilingual vernacular to mediate their learning of standard language (English and Spanish) and academic content?
2nd grade science lesson. Students are labelling a diagram of a spider. Jacky is talking about spider’s egg sac:

1. Lo que yo no entiendo es porque sale en un puffy little thing así que cargan arriba this little puffy thing.

(What I don’t understand is why it comes it in a puffy little thing like that carrying above it this little puffy thing.)

Translanguaging mediates construction of understanding academic content

The student is expressing her idea through her linguistic funds of knowledge
Funds of knowledge

The knowledge and skills that children bring to school based on their everyday experiences, culture, and language of their families and communities.
Funds of Knowledge: Example 1
Funds of Knowledge: Example 2
Linguistic Funds of Knowledge

The language resources and practices that children bring to the classroom based on the ways of talking and using language and literacy in their homes and communities.

Example 1: Bilingual kids playing Pokemon

Example 2: Young girl creates bilingual prayer book
Recommendation #3: Learn about your students funds of knowledge

- Do activities in class where students share about their families
- Do a “picture walk” of the community to learn about how languages are used
Home language

Stance

Design

Shifts

Target language
THE 3 STRANDS OF A TRANSLANGLUAGING PEDAGOGY

- **Translanguaging Stance**
  - The ideological system/set of beliefs that informs teachers’ approach to teaching emergent bilinguals

- **Translanguaging Design**
  - Design of classroom space, instruction, & assessment that aligns with/emerges from a translanguaging stance & leverages the translanguaging corriente

- **Translanguaging Shifts**
  - Unplanned moves within a translanguaging design that respond to the corriente & to students’ needs, interests, & connections
# Translanguaging: A CUNY-NYSIEB Guide for Educators

**Christina Celic**  
**Kate Seltzer**

---

## Translanguaging How-To

1. **What is it?**
   
   It's important to create classroom and school environments that reflect, respect, and value all of your students—especially your bilingual students. Setting up your learning environment to include students' home languages side by side with English recognizes the linguistic diversity they bring to school and helps all students become more aware of languages and scripts that co-exist with English in their communities.

2. **Translanguaging How-To**
   
   **1. Think:** What parts of my classroom environment could I make multilingual?
   
   Consider how you can make your bilingual students' languages visible in the classroom, in a way that is manageable for you. You might think about:
   
   - **Oral English:** When do I use English orally for community building, the nuts and bolts of running the classroom? Would it be possible to use home language signals, transitions, songs, or greetings in addition to instead of English?
   - **Written English:** Where do I have English written in the classroom? How do I have English written in these places, where would it make sense to create multilingual labels?

3. **Some ways to make the classroom environment multilingual:**
   
   - **Greetings**
     
     Have bilingual students teach their classmates a greeting in their home-language, practicing over several days until the class is able to use these multilingual greetings when entering the classroom.
   
   - **Songs**
     
     If you use music during instruction (or during a morning routine, or introducing a new topic, or as a part of a community building activity), you can incorporate songs that have multiple languages. You can substitute some of your English songs with home language songs that are translated into English. Have your bilingual students help the class learn the home language version of whatever song you choose.
   
   - **Transitions**
     
     Think about the signals you use with students to transition between activities. Do you use a sort of verbal signal? If so, talk with your bilingual students to see if they can help you say something similar in their home language, or use Google Translate (see sidebar).
   
   - **Table names**
     
     Many classrooms give names to each table or group. These names can be multilingual, and bilingual students can be part of the process of teaching their classmates how to say the table name in their home language. This is a good community building activity at the beginning of the year.
   
   - **Rules and Routines charts**
     
     Many teachers display charts outlining the rules in the classroom. This is a good place for students to see English and their home language side by side.
Translanguaging as pedagogy: L2 writing

Use of student writing drafts to document how TL supports development of academic writing

Velasco & Garcia, 2014: Translanguaging and the Writing of Bilingual Learners
Translanguaging as pedagogy: CLIL

Use of interactional data to show how students use TL to co-construct understanding of scientific concepts while preparing a report

Poza, 2014: The Language of *Ciencia*: Translanguaging and Learning in a Bilingual Science Classroom
Translanguaging as pedagogy

Lin, 2013: Toward Paradigmatic Change in TESOL Methodologies: Building Plurilingual Pedagogies

FIGURE 5b. Form 3 (Grade 9) chemistry assignment 1, page 5: Short bilingual questions (Credit: Mr. Cheung & Mr. Choo, 2008).
An Indonesian pre-service EFL teacher is doing a microteaching lesson. The T speaks Indonesian (national language) and Javanese (local language), and the Ss are Javanese, but others are from various ethnolinguistic backgrounds.

T: Okay, good. Then who's your inspiring teacher? And why? Here you'll look back at your experiences, when you were in elementary school, junior high school, senior high school.

S: Yes, sir, especially the very good ones or the scariest ones.

T: Okay, good. So think about the reasons why she or he was inspiring. Maybe you had a personal experience. Let say, you were helped by your teacher when you could not do the task, that's why he was very inspiring for you or something like that. And then the last question is, what does a good or great teacher look like? It can be from your experience, or it can be from books or information that you have read so far. For example, a good teacher must be kind, ora galak [not scary], kayak saya to [like me, yes?]?

S: It's like the teacher can be a good role model for the students, jadi teladan untuk murid [as a role model for students].

T: Okay, good. (Iswandari, 2022)
How does translanguaging promote a multilingual TESOL?

Practical problems:

• What types of multilingual practices support language learning?
• How should the use of languages be organized (or not!) in language classrooms?
Translanguaging pedagogy


Peer-coaching project using videos to demonstrate use of translanguaging
Pedagogical strategies
Translanguaging pedagogy in EFL

4th Grade EFL lesson in Central Mexico
Translanguaging pedagogy

• Three levels: Stance, Design, Shift
• Translanguaging pedagogy as disruption
• Translanguaging pedagogy as affirmation
Translanguaging as Disruption

• Adams-Corral & Sayer (2024-in press) analyzed 30 lessons with emergent bilingual students in Texas and Mexico

• Found that lessons where translanguaging spaces occurred were less regimented by the traditional classroom interactional structures such as IRE pattern
Interactional structures in the classroom

An ESL reading lesson with 1st graders, Columbus Ohio:

01 T: What did you see that made you think the title of this book is Bugs, Ayana?
02 S1: ‘Cuz it has a ‘b’?
03 T: Of course! Right? And insects- what letter would insects have?
04 S1: ‘b’
05 S2: ‘n’
06 T: [acts shocked] Insects =wouldn’t start with uh-
07 S2: = ‘i’!
08 T: a ‘b’. No, with an ‘i’ ‘cuz it starts like ‘in’ right?
09 S1: When you have ‘b’ [ you have bugs
10 T: [ Well we have lots of other books

Initiate (display question)
Response
Evaluation (preferred response)

S self-nominates, attempts to take the floor
T cuts off, directs attention to keep lesson moving
Figure 16.1: Schematic structure of Extract #1
**Translanguaging as Disruption**

Translanguaging corriente: “A current in a body of water is not static; it runs a changeable course depending on features of the landscape. Likewise, the translanguaging corriente refers to the dynamic and continuous movement of language features that change the static linguistic landscape of the classroom.” (García, Ibarra Johnson & Seltzer, 2017)
Translanguaging as Disruption

Translanguaging pedagogy is most effective when it evokes the *corriente*: the intentional transgression of the normative structures of classroom discourse. (Adams-Corral & Sayer, in press)
The act of translanguaging creates a social space for the language user by bringing together different dimensions of their personal history, experience, and environment. (Li Wei, 2017, p. 23)
Translanguaging as Affirmation
Languages in my life
Translanguaging as Affirmation

Affirmation of students’ multilingual identities

Translanguaging pedagogy

Linguistic funds of knowledge
Translanguaging: KWL chart

- L1 as resource
- Asset-based view
- Is it OK for the teacher to mix languages?
Conclusion and Key Concepts

1. Bilingualism is a banyan tree, not a bicycle. Students are not “double monolinguals”
2. English teachers should adopt a pedagogical approach that reflects the languages of the community
3. Using community language varieties = affirming students’ multilingual identities
4. Using students’ home languages as a resource = funds of knowledge
5. Therefore, teachers should use a flexible bilingual approach to teaching through translanguaging.
Session 1: Translanguaging Pedagogy in Language Education

Dr. Peter Sayer, Ohio State University

Far Eastern University, Institute of Education
December 5, 2023 – Manila, PH